



MUMBAI

THE U.S. SYSTEM OF HIGHER EDUCATION

Public Universities in the United States

Large public universities in the United States, also referred to as state universities, are closely identified with and supported by the states in which they are located. They are exciting, dynamic, and highly regarded centers for higher education, with unique traditions and connections to their communities. They are also major magnets for talent from all over the country and the world.

Typically, universities of this type enroll tens of thousands of students. They produce the majority of graduate and professional degrees in the country, as well as a significant number of undergraduate degrees. Also common to large public universities are a wide range of academic programs. For example, the University of Minnesota Twin Cities campus has 50,000 students, offers hundreds of degrees, and is a leader in fields as varied as neurology and transplant surgery, economics and political science, material sciences and nanotechnology, and agriculture and natural resources.

Public universities play a critical role in regional economic, cultural, and civic development, and many are deeply involved in advancing knowledge and technology through research. These universities are among the major research universities in the United States and frequently have major involvement in international programs around the world. A series of federal actions in the second half of the 19th century provided resources to states to help establish and build universities. Public universities that arose from this federal largesse have a mandate to provide outreach and community engagement to the state in which they are located (e.g., technology transfer, support to agriculture, interaction with primary and secondary schools, and interaction with state and local policymakers).

The level of research intensity varies greatly among state universities. Competitive research grants and contracts awarded to the most prestigious public universities typically amount to hundreds of millions of dollars each year. There is also great variation in the level of support from the states. State universities with large research budgets typically receive 10-30 percent of their budgets from the state in which they are located. The remaining portion of their budget comes from tuition and fees, grants/contracts, and gifts.

As a result of the financing structure of large state universities, many graduate students receive financial aid through research assistantships associated with research grants and contracts received by the university. Although many public universities are seeking increased funding to support international exchanges and study, access to financial aid for international students is very limited outside of the aforementioned research/grant funding. Since undergraduates do not generally hold research assistantships, scholarship support for international students seeking undergraduate degrees is quite limited at these public universities.

Large state universities are located in a variety of communities, from modest towns to large metropolitan areas. Many universities also have multiple campuses at locations throughout their state, and many states also have more than one public university system.

Public universities are governed by boards of trustees or regents, with varying reporting responsibility to the state government. Unlike in many other countries, these U.S. universities don't report to a federal-level education minister, and higher education policy is largely delegated to the states, with the important exceptions of federal student financial aid and research funding through federal agencies such as the National Science Foundation, the National Institutes of Health, and many other federal agencies.

Some traditions of public universities in the United States are quite different from those in other countries. Even at these state-supported institutions, students have traditionally paid for part of their education through tuition and fees, and these costs to students are increasing. Today, the average student takes out loans in order to help pay for his or her education. Private fundraising plays an increasingly important role in funding projects, scholarships, and positions at public universities. Finally, intercollegiate athletics attract intense interest from students, alumni, and members of the general public, and athletic events generate additional revenue.

Among all U.S. universities, large state universities often include the largest percentage of international students and scholars. At the University of Minnesota, there are more than 4,500 international students and scholars from about 130 countries. The University of Minnesota provides support services such as

(Continued on page 2)

American Center ★★★★★ Bulletin

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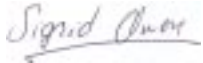
The American Center
4 New Marine Lines, Mumbai 400 020
Tel: 2262-4590; Fax: 2262-4595
E-mail: MumbaiPublicAffairs@state.gov
Website: <http://mumbai.usconsulate.gov>
Office Hours: 8:30 a.m. to 5:00 p.m.
(Monday through Friday)

HOLIDAYS

August 15: Independence Day
August 20: Parsi New Year

A WORD FROM THE CENTER

With more than half a million international students pursuing higher education in the United States, the American university system is booming. American universities are looking for students from different backgrounds, those that can bring new perspectives and ideas to classroom discussions, and applying students are advised to show off their originality and breadth of experience. The U.S. offers a wide assortment of schools with a large variety of features, so it is vital that you make decisions about what you want before you begin to apply. An education in the U.S. offers a superior academic qualification for an ever evolving world, with the chance to learn from highly qualified professors, join clubs and pursue a wide range of interests, and work with other engaged and ambitious students, all in world-class facilities. A truly unforgettable experience, American higher education ensures your development into a well-rounded individual.



Sigrid Owen
Public Affairs Intern

(Continued from page 1)

counseling and advising on personal and academic issues, orientation to U.S. and university culture, immigration and visa advising, and English as a second language courses, as well as programs and workshops on a variety of topics including intercultural understanding and communication. Many state universities have similar programs in place to help students navigate what can sometimes be a confusing system of administration and academic regulation, although the scope of these services varies from institution to institution.

With growing competition from other countries, no major university in the United States can afford to take the interest of foreign students for granted. As a result, public universities are increasingly focused on attracting top students from around the world. If you are a motivated and self-directed student looking for exposure to the cutting edge of knowledge and creative work, we encourage you to investigate the rich opportunities available among large public universities in the United States.

What is a Large, Private Research University?

In the United States, 92 of the 100 largest universities are public or “state-supported” (i.e., supported by one of the 50 individual states, not the federal government), and 77 percent of the nation’s college students receive their education at public institutions. Still, the major private universities occupy all but three or four of the top 25 slots in most rankings. Thus, the private research university appears to be held in especially high regard in the United States and around the world.

But what do we mean when we speak of a “private research university,” and what makes this type of institution so attractive?

Private research universities offer professional training (for instance, in law, medicine, and engineering), as well as education leading to a Ph.D. degree. Besides teaching, the faculty members spend a great deal of their time in research. In fact, in these institutions, the quality of faculty, scholarship, and research is as important in determining compensation and promotion as is the quality of teaching. But, public universities also offer professional training, Ph.D. education, and an emphasis on scholarship and research. So what makes private universities different?

For one thing, private universities generally enjoy greater financial

flexibility. They do not depend on state legislatures for funding, but draw their resources from alumni, philanthropic foundations, and scientific and other professional organizations, all of which support the universities by funding programs, scholarships, buildings, and professorships. These sources of funding, although increasing at public universities as well, now provide private universities with the ability to be more nimble and more able to step off in bold new directions of inquiry, creating specialized centers of study and distinctive programs. For students, this flexibility often translates into opportunity to stay in fields where they might otherwise expect to find little encouragement.

Similarly, private universities’ independence from public coffers has made them more able to establish “points of presence” in other countries. The citizens of Georgia, for instance, are unlikely to approve the use of their tax dollars to establish a study center in London. But they probably would welcome the establishment of such a center by privately controlled Emory University. In general, private universities can more easily open international portals for research, service, and teaching. Emory University, for example, has programs in global health throughout Africa, in the Caucasus region, and in Asia. It has business programs throughout Europe and Asia. Such activities provide opportunities for American students and professors to engage, whether in the United States or abroad, with the best minds and talent from other countries.

Finally, most research universities are somewhat smaller than their public counterparts, offering a favorable mixture of rich resources and human scale. While the potential for learning and research is great at any of our nation’s fine universities, public or private, the smaller scale of private campuses makes possible the easy interaction of scholars across disciplines, since the schools and departments generally are at most, a short walk across campus. In a world where the most important discoveries are being made through collaboration across boundaries, the capacity of the private university to foster and intensify collaborations both within the confines of the campus and beyond, to the far reaches of the globe, may be the private university’s greatest attraction.

Specialty Institutions

While most American universities offer a broad range of studies, others feature more focused curricula. Specializing in distinct areas, such as the fine and performing arts, business and technological skills, or military training, these schools of special focus afford students the prospect of concentrating their studies in a particular area. This approach is not ideal for every student, but for some, the right specialty school nurtures exceptional talents, hones particular skills, and affords the chance to interact with similarly inclined peers. The institutions profiled here represent only a few of the available opportunities.

Strength Out of Diversity: The Independent Sector of U.S. Higher Education

The most remarkable feature of U.S. higher education is its diversity. The national government does not control the curriculum at U.S. colleges and universities or the methods of teaching, and state governments also exercise a fairly light touch. But it is in the “independent” or “private” sector of higher education where diversity of educational philosophies, programs, and traditions is greatest. Some 600 smaller colleges and universities make up this sector and include many of the United States’ most venerable institutions.

Consider these diverse features: Ursinus College in Pennsylvania offers an interdisciplinary freshman-year program that exposes students to a wide variety of texts in the humanities and social sciences; Warren Wilson College in North Carolina requires all students to share in the manual

(Continued on page 3)

(Continued from page 2)

labor of running the institution and treats this as an important part of the college's educational philosophy; Northland College in Wisconsin goes to extreme lengths to operate in ways that are sensitive to the environment; Alderson-Broadbent College in West Virginia draws most of its students from very small towns in the West Virginia hills and leads many of them to careers in science and medicine; Earlham College, which was founded by Quakers, is located in Indiana and continues to use consensus among all members of the campus community as its main form of decision-making; Cedar Crest College in Pennsylvania, a college for women, counters the stereotype that women do not excel at science by producing large numbers of science graduates.

Smaller, independent institutions can be found throughout the United States, in major cities, smaller towns and cities, and rural areas. These colleges welcome students from many different backgrounds and those who bring different talents and perspectives to campus discussions. Students who have grown up in other countries are highly valued (although instruction is almost always in English).

U.S. Higher Education: The Financial Side

Interested in attending college in the United States? You may have noticed that the cost of an American education is higher than what you would pay in countries where the government centrally controls the educational system. We hope you have also noticed, however, that an American education gives you a tremendous return on investment, making it excellent value for the money.

A U.S. education gives you broad exposure, not only to your chosen field of study, but to so much more: practical experience, hands-on laboratory work, the world's most advanced and most richly funded facilities, development of analytical writing and speaking skills, networking, and close relationships with professors who support your aspirations. In addition to academics, American universities boast residential accommodation, clubs and student organizations, sports and recreational facilities, internships, and exchange programs with other universities – all designed to broaden your horizons and make you a dynamic force in society when you return home. Fortunately, ambitious students who plan carefully can reduce their costs and also qualify for financial assistance from the university they attend. Here are some ways of managing the cost of your U.S. education:

- ▶ Visit the nearest EducationUSA Advising Center, where you will receive comprehensive, current, accurate, and unbiased guidance on all opportunities available in the United States. EducationUSA centers are backed by the Department of State and serve as your official source of information. Locate the EducationUSA center nearest you by going to www.educationUSA.state.gov/centers.htm.
- ▶ Talk to your parents about how you are going to finance your U.S. education. Your parents (and perhaps other relatives) need to tell you how much they can afford each year multiplied by the four years it normally takes to get an undergraduate degree. This figure, called the Family Contribution, forms the basis for your decisions on which universities to apply to, and protects you from applying to universities that are too expensive for your budget.
- ▶ Think about other features you seek in the college that is best for you: size, location, living environment, fields of study, special programs, demographics, etc. With well over 3,000 institutions to choose from, it helps to know what you are looking for.
- ▶ There are special publications that provide information pertinent to international students: admission requirements, costs, and financial aid. Two publications you'll want to look for at your EducationUSA Advising Center are: *The College Board International Student Handbook* and Peterson's *Applying to Colleges and Universities in the United States*.

NOTES FROM THE AMERICAN LIBRARY

A Select Bibliography on College and University Education in the United States

<http://www.aacc.nche.edu/>

American Association of Community Colleges

<http://www.aascu.org/>

American Association of State Colleges and Universities

<http://www.acteonline.org/index.cfm>

Association for Career and Technical Education

<http://www.ashe.ws/>

Association for the Study of Higher Education

<http://www.ches.org/default.asp>

Council for Higher Education Accreditation

<http://www.cgsnet.org/Default.aspx?tabid=54>

Council of Graduate Schools

<http://www.detc.org/>

Distance Education and Training Council

<http://educationusa.state.gov/>

educationUSA

<http://www.clas.ufl.edu/au/>

University of Florida – College of Liberal Arts & Sciences – Index of American Universities

<http://www.iie.org/>

Institute of International Education

http://www.bc.edu/bc_org/avp/soe/cihe/ihec/

International Higher Education Clearinghouse

<http://www.nabe.org/>

National Association for Bilingual Education

<http://www.petersons.com/>

Peterson's Planner

<http://www.sheeo.org/default.htm>

State Higher Education Executive Officers

<http://www.students.gov/STUGOVWebApp/Public>
students.gov

<http://www.studyusa.com/>

Study in the USA

<http://www.usnews.com/sections/rankings>

U.S. News & World Report – Rankings

<http://www.fulbright-india.org/>

United States Educational Foundation in India

Note: Internet sites included in this listing, other than those of the U.S. Government, should not be construed as an endorsement of the views contained therein.

MUMBAI MONDAYS

**A Discussion on
A Survey of American Modern Art
led by Chris McCabe**

Monday, August 13

American Center Auditorium

6:00 p.m.

Christopher McCabe will be discussing modern art, focusing on 20th century American art. He will journey through the transformations that took place in 20th-century America through the work of some of the century's most significant artists.

Chris McCabe joined the State Department in January 2004 and is serving his second overseas tour at the Mumbai Consulate. He served at the American Embassy in Yaoundé, Cameroon prior to his arrival in Mumbai. Before joining the Foreign Service, Chris specialized in business and real estate law as an associate with the law firm of Sherman & Howard LLC in Denver, Colorado. Prior to law school, he also worked as an urban planning consultant for Kask Consulting, Inc., in Seattle, Washington. He was born in Monterey, California, and has lived in the states of Michigan, New Hampshire, Washington, Illinois and Colorado. He has a Bachelor's degree in History from Dartmouth College and a law degree from Northwestern University.

Our article this month on *The U.S. System of Higher Education* is excerpted from various electronic journals produced by the Department of State's Office of International Programs. The web sites of these journals are listed below with their titles. We invite you to read relevant articles in these electronic journals for more comprehensive information on American higher education.

<http://usinfo.state.gov/journals/itsv/1105/ijse/ijse1105.htm>
College and University Education in the United States

<http://usinfo.state.gov/journals/itsv/0705/ijse/ijse0705.htm>
American Teenagers

<http://usinfo.state.gov/journals/itsv/0905/ijse/ijse0905.htm>
See You in the U.S.A.

<http://usinfo.state.gov/journals/itsv/0602/ijse/ijse0602.htm>
Community Colleges in the United States



FILMS THIS MONTH

Friday, August 17
Friday, August 24

The Producers (1968, color, 91 mins)
Mr. Holland's Opus (1995, color, 143 mins)

American Center Auditorium

3:30 and 6:30 p.m.



Mel Brooks, on his first directorial outing, scores a wild hit. Zero Mostel is a conniving theater producer, and Gene Wilder his timid accountant. Together, they persuade little old ladies into investing in their play "Springtime for Hitler," which they secretly hope will be a surefire flop. Kenneth Mars and Dick Shawn are marvelous as the play's writer and star.

Oscar-nominated Richard Dreyfuss is Glenn Holland, a man whose ambitions to compose a symphony are superseded by financial obligations that lead him to a job as a high school music teacher. He stays on the job for three decades, facing budget crises, at times unappreciative students and a strained relationship with his wife and hearing-impaired son. With Gleanne Headly, Jay Thomas, and Jean Louisa Kelly.



IVY LEAGUE SCHOOLS

"Ivy League" refers to eight of the most historic and prestigious universities in the United States. The schools have an agreement to play sports in the same league and to have similar expectations for athletes' academic performance. Since the colleges were among the first established in the United States, most have distinguished historic campuses featuring old, ivy-covered buildings; their league, and the member colleges, became known as the Ivy League. All eight schools are among the top schools in the United States. They are Brown University, Columbia University, Cornell University, Dartmouth College, Harvard University, University of Pennsylvania, Princeton University, and Yale University. The names of the schools and the name Ivy League continue to evoke the image of excellence in American higher education.

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Admission to all American Center programs, restricted to persons over 16, will be on a first-come, first-served basis. Please bring the envelope containing this issue of the bulletin for admission (maximum two persons). The auditorium doors will open 30 minutes before the start of the program.
